

2012

# Students Teaching Students: LGBTQ History

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## Recommended Citation

Stack, Brian, "Students Teaching Students: LGBTQ History" (2012). *Senior Honors Projects*. Paper 278.  
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# HPR 107: LGBTQ HISTORY

Fall 2011



# PURPOSE

- Examine the history of lesbian, gay, bisexual, transgender and queer people in ancient, medieval and modern times.
- Understand the social construction of sexuality
- Examine the effects that policies concerning LGBTQ People

# GOALS

- Major
  - To read critically sources from different time periods.
  - To analyze and evaluate different ideas and arguments.
  - To express unique ideas orally and in writing
  - To understand different methods for analyzing primary and secondary sources.
- Minor
  - To examine human differences through course materials
  - To acquire independent research skills



# PREPARATION

- Course Syllabus
- Reading List
- Guest Speakers
  - Dr. David Halperin – The construction of sexuality
  - Dr. Miriam Reumann – Kinsey and sexuality
  - Amanda Izenstark – Library Research Tools



# PREPARATION

- Teaching Assistant Philosophy 205
- Instructional Development Workshop
- Pre-course pedagogical meetings
- Weekly meetings with advisor



DIRECTIONS: Please write a response in the box provided. You may use the reading (but not notes) and can outline your response on scrap paper before writing. **Please put your name on the back in the bottom right corner.** I am looking for accuracy and thoroughness in interpreting the question, mastery of the reading, and clarity of both organization and writing. You have **fifteen minutes.**

*In discussing classical Athens David Halperin argues that “sex did not express inward dispositions or inclinations so much as it served to position social actors in the places assigned to them.” What role did sexual penetration play in categorizing sexuality for people in classical Athens? How did these categories work to reinforce already existing social hierarchies? What problems do these categories cause for modern historians looking to study Athenian sexuality?*

# PEDAGOGICAL TECHNIQUES

## Overt

- Lectures
- Group Work
- Movies
- Independent Exercises
- Class Discussions

## Covert

- Class Control
- Borrowing and sharing
- Time Management





# Evaluation Rubric

**Class Title (on Syllabus):** Before Stonewall

**Date:** November 1, 2011

**Class Reading:** Before Stonewall - Documentary

Before Class

**Objective(s) for the day:**

1. Understand the different “prisms” of historiography
2. Begin to compare and contrast different historiographical viewpoints.

**Class Plans:**

1. Answer any questions about the video
2. Break down D’Emilio and Kissack’s prisms
3. Individual work of reading and analyzing different historiographical interpretations from a set of readings I brought to class.

After Class

**Evaluation of Class Objective(s):**

Objectives were met.

**Evaluation of Class Activities:**

I began by answering any questions about the movie and essay. I also explained the butch and femme cultural of pre-Stonewall lesbians. I was asked about the etymology of lesbian, and I gave a brief answer, but then emailed an etymology I found online. I have yet to find a satisfactory etymology of LGBT terms, but the one online seemed to match what I had found on my own.

I then drew three different “prisms” (triangles) on the board and we started with D’Emilio. I asked questions about what he covered in order to hint at the interpretation. Though no one came out with “Marxism” (as you said!) they did get close to it. They got Kissack and Before Stonewall much more easily, which was somewhat surprising because I had talked about Marxism a lot more than radical politics. Once we had the prisms we then focused on the content of the prism. They were able to easily

I then passed around a two page (front and back) set of readings from three different authors. Two disagreed with each other explicitly, while the other dealt with the question of whether or not urban areas caused gay identity community and politics. We then had an excellent discussion about why the ideas brought up in the essays could take different social and political goals, even though they focus on the same history. They were able to see how John Howard’s research showed gay community formation outside the inner city, so hopefully they will be able to challenge that when they write their essays.

Historiography is very difficult so I was happy that they picked up on the different interpretations of the readings. On a different note, they asked for their quizzes back at the beginning of class, and I forgot to hand them out at the end. Not a single one of my students reminded me at the end! I sent them an email thanking them for being so polite with my forgetfulness and then released the grades on Sakai. Usually students are pushy about getting things back so I was shocked that they let it slip by.



# Evaluation Rubric

**Class Title (on Syllabus):** Library Meeting/LGBT Urban Centers

**Date:** October 20, 2011

**Class Reading:** Boag, Peter. "Does Portland Need a Homophile Society?" Gay Culture and Activism in the Rose City between World War II and Stonewall. Oregon Historical Quarterly 105 no. 1 (Spring, 2004): 6-39.

## Before Class

### **Objective(s) for the day:**

1. Learn how to do modern library research
2. Cover anarchist thoughts about homosexuality
3. Understand the important events in post WWII Portland that changed how people think about sexuality and homosexuality

1. Have Amanda come in and do her thing.
2. Cover anarchist views of homosexuality by going over the Goldman source questions
3. Have students list the features they found interesting about the changes since WWII

## After Class

### **Evaluation of Class Objective(s):**

The first two were covered well, the last one will be addressed below.

### **Evaluation of Class Activities:**

Amanda came in and showed them how to do some modern research, and answered a couple of their research questions. Besides my computer's video port breaking (Hume's curse) it seemed to go fine. Again she is a wonderful resource. I hope to use reference librarians like her again in the future.

We then went over the anarchist questions. Most of the class had done the questions, so we had a good conversation among those who did the work. With specific questions it was easy to focus group discussion. When we got to the question of "should gay people look to find other gays in history, in order to show a continuous narrative?" there was the first strong debate among the class. They broke from the raising hands mentality and four people went back and forth about it. This was excellent. Since homework is not graded I was not surprised that some people had not done it. However, I was more surprised at what came next.

After finishing up the anarchist talk I asked the students what stuck out to them about the reading, and I was met with a set of blank faces.

In response, I had them take five minutes and individually write down what they found interesting, what questions they had, etc . As they were "doing" this I found no one writing much down, and no one had the article with them. I then adopted what I saw in Dr. Widell's class and started calling on people to answer questions. Even the good students admitted to not having done the reading. Only one student was resistant, saying once he got 10 pages in and realized it was 35 pages he stopped reading. [REDACTED]

Seeing that this would go nowhere, and we only had 15 minutes left, I gave them the brief "you need to respect the work we do in this class" lecture and told them to come prepared for both readings on Tuesday. They will have a difficult quiz in response to this to make sure they actually do the reading. Had there been more time in class I would have made a bigger fuss, and attempted to teach the material, but because it was late I did not find it necessary to make them feel more embarrassed about it. There was a collective disappointed mentality, and I think they got the point.

# ADAPTATIONS

- Academic Integrity
  - Ensure all papers hold up to university's standards
  - What do you do when no one has done the reading?
- Drop in class size
  - Undergraduates do not believe professors who says their class is a lot of work!
  - Allowed us to work closer together



## The Assignment

As you head home from celebrating the completion of your last essay your phone goes off. On the other end of the line is Barack Obama! He read the history you wrote about your issue and wants to know what he should do about it. This is your chance to make real change on your issue! As you talk with the President you realize that he has no understanding of how people conceptualize sexuality and is fresh out of ideas for practical change. To help the President you must do two things:

- (1) Help him understand that this issue is affected by how people think about gender and sexuality.
- (2) Offer some specific changes you think need to be made.

## The Content

For this essay you will need to pull on a variety of things we covered this semester. First, you must frame this issue in the context of how people conceptualize sexuality (think essentialism vs. constructionism and Boswell's sexual taxonomies). Second, using this information and the history you put together for Essay 3, make a case for specific changes that should be made in relation to your issue. These can be large social or political changes or changes at an interpersonal level.

The content of this paper (format, resources, etc) is up to you. Since President Obama never took a course in the history of homosexuality you will need to explain different concepts at a level he can understand. Most likely this will involve grounding theory in some sort of practical example. This can be an expansion of your last paper, but you should include class materials relevant to your topic. **You may not need to do additional research, but you need to use enough scholarly resources to make your point.**

## The Schedule

**Paper Due:** December 20, 2011

- Essays are due in Sakai by 05:00PM.
- Late essays will **NOT** be accepted.

## The Format

- Essays should be around 2000 words.
- Essays should be double-spaced, one-inch margins and 12-point Times New Roman font.
- Essays should include both a title page and a bibliography.

## **HPR 107: Introduction to LGBTQ History**

Lippitt Hall, Room 303  
Tuesday & Thursday, 9:30am-10:45am

Instructor: Brian Stack  
Email: [bstackuri@gmail.com](mailto:bstackuri@gmail.com)  
Phone: (413)949-6227

Office Hours: Mondays 12-2 in Lippitt 301H or by appointment

### **Course Description:**

This course will examine the history of lesbian, gay, bisexual, transgender and queer people in ancient, medieval and modern times. As this is a broad topic, we will focus on large time periods and the majority's attitudes towards LGBTQ people. We will attempt to define the social construction of sexuality regarding LGBTQ people, and how terms such as lesbian, gay, bisexual, transgender or queer are effected by the time periods in which they are being discussed. With this foundation we will then closely study the history of LGBTQ people in the United States in order to identify variations in personal and political identity. The course will also examine the effects that policies towards LGBTQ people had on people identified, or assumed to be, LGBTQ.

### **Required Text:**

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 6th ed. (Boston: Bedford Books/St. Martin's Press, 2009)

### **Course Objectives:**

I consider the following objectives to be essential:

- Developing the ability to critically read a variety of writings from different time periods.
- Learning how to analyze and critically evaluate different points of ideas and arguments.
- Developing the ability to express unique ideas both orally and in writing.
- Understanding different methods for analyzing primary and secondary sources.

I consider the following objectives to be important:

- Examining human differences through a variety of course materials.
- Acquiring research skills through the use of print and online journals and resources.

### **Grading Criteria:**

Students will be graded on a variety of course materials to show their understanding of the history and theories that they encounter. The grade breakdown is as follows:

- |                                    |     |
|------------------------------------|-----|
| • Informed Participation & Quizzes | 20% |
| • Papers                           | 60% |
| • Final Exam                       | 20% |

### **Informed Participation 20%:**

Attendance for this course will not be taken, however participation will be counted. You will earn participation points through *informed* participation. Participation will be gauged by the content and frequency of your contributions as well as your score on in-class quizzes. In-class quizzes will be unannounced and based on the reading for that day. There will be roughly 8 pop quizzes, of which 6 will be counted towards the final grade. Make-ups for missed quizzes will not be given unless you have notified me of your absence BEFORE CLASS.

**Papers 60%:**

There will be three 1250-1500 word essays for this class, each worth 20% of the total grade. These papers should show an understanding of the course readings as well as an analysis of the historiography of the subject. I also expect these papers to pursue an original line of thinking in relation to the ideas and discussions that have been brought up in class. Each paper will require at least some research outside of class. Criteria for these papers will be given prior to each due-date. Each paper will be due in hardcopy at the beginning of class on the day it is due. Now is the best time to invest in a personal stapler.

**Final Exam 20%:**

The final exam will encourage students to apply the course material in a creative way to a modern problem facing LGBTQ people or LGBTQ movements. This project will be done individually and should combine multiple course readings in an original and creative way. More details about the final will be given closer to the due-date.

**Final Grading Policy:**

A=94-100	A-=90-93	B+=87-89	B=84-86	B-=80-83
C+=77-79	C=74-77	C-=70-73	D+=67-69	D=60-66

**Anti-Bias Statement:** Each member of the University community has the responsibility to foster an environment of acceptance, mutual respect, and understanding. If you are a target or a witness of a bias incident, you are encouraged to contact the URI Bias Response Team ([http://www.uri.edu/student\\_life/brt](http://www.uri.edu/student_life/brt)) where you will find people and resources to help.

**Plagiarism:** All essays and projects in this class should be done on your own, unless stated otherwise. Any evidence of plagiarism or cheating will result in a failing grade for the course and a referral to the Student Conduct Board. Cheating and/or plagiarism will not be tolerated in this class. Please see the University manual (<http://www.uri.edu/facsen/8.20-8.27.html>) if you have any questions.

**Tech Policy:** Please **turn off** cell phones, PDA's, laptops and other electronic devices before class - no messaging or consultation of anything electronic please (unless you are entitled to a machine for reasons of disability).

**SERVICES:**

Any student with a documented disability is encouraged to contact their professor early in the semester to work out reasonable accommodations to support your success in your courses. Students should also contact Disability Services for Students, Office of Student Life, 330 Memorial Union, 401-874-2098.

Be sure to take advantage of the support offered by the Academic Enhancement Center, where tutors and learning specialists can help you find an approach to studying that suits your needs and schedule, to develop effective study strategies, and to understand course concepts and effective practices. All services are free, and by appointment or walk-in, located on the fourth floor of Roosevelt Hall, or call at 874-2367.

### Pre-modern Era

#	DoW	Date	Topic	Reading
1	Thurs	9/7/11	Syllabus, Introduction	
2	Tues	9/13/11	Definitions and Historiography	Rampolla 1-2a; 4-4d
3	Thurs	9/15/11	Homoeroticism and Greek Culture	Halperin
4	Tues	9/20/11	Roman Homosexuality	Boswell
5	Thurs	9/22/11	Medieval Homosexuality	Johansson and Percy
6	Tues	9/27/11	Primary Source Work	Rampolla 2b-4;7-7c
7	Thurs	9/29/11	Guest Lecture by David Halperin	
8	Tues	10/4/11	Library Meeting	Rampolla 4d-5f
9	Thurs	10/6/11	Essentialism and Constructionism	Hergemoller
10	Tues	10/11/11	Essay Work	

### The United States Before Stonewall

11	Thurs	10/13/11	Catching up to Industrial Society <b>Essay #1 Due</b>	D'Emilio, Capitalism
12	Tues	10/18/11	Anarchists and Homosexuality	Kissack, Anarchism
13	Thurs	10/20/11	Library Meeting/ LGBT Urban Centers	Boag
14	Tues	10/25/11	Kinsey and Miram Reumann	Kissack, Kinsey
15	Thurs	10/27/11	Liberation Movements	D'Emilio, Mattachine
16	Tues	11/1/11	Before Stonewall	
17	Thurs	11/3/11	Lesbian and Gay Protest and Activism	Hall

### The United States After Stonewall

18	Tues	11/8/11	Stonewall <b>Essay #2 Due</b>	
19	Thurs	11/10/11	LGBTQ Politicians	Haider-Markel
20	Tues	11/15/11	Sodomy Laws in the United States	Chauncey, History
21	Thurs	11/17/11	AIDS	HIV History
22	Tues	11/22/11	The US Military	Berube and D'Emilio
23	Tues	11/29/11	The Modern Struggle	Mertus, 1051-1064
24	Thurs	12/1/11	Transgender Rights	
25	Tues	12/6/11	Essay Work	
26	Thurs	12/8/11	Wrap Up <b>Essay #3 Due</b>	

**\*Final Exam scheduled for Thursday, December 15<sup>th</sup> at 8:00am\***

## Reading List

- Anonymous. "The History of HIV and AIDS in America." Accessed August 18, 2011.  
<http://www.avert.org/aids-history-america.htm>.
- Before Stonewall*. Directed by Greta Schiller and Robert Rosenberg. 1984. New York: Before Stonewall, Inc. DVD.
- Bérubé Allan and John D'Emilio. "The Military and Lesbians During the McCarthy Years." *Signs* 9 no. 4 (Summer, 1984): 759-775.
- Boag, Peter. "'Does Portland Need a Homophile Society?'" Gay Culture and Activism in the Rose City between World War II and Stonewall. *Oregon Historical Quarterly* 105 no. 1 (Spring, 2004): 6-39.
- Boswell, John. "Revolutions, Universals and Sexual Categories" In *Hidden From History: Reclaiming the Gay and Lesbian Past* edited by Martin Duberman, Martha Vicinus and George Chauncey Jr., 17-36. New York: Penguin Group, 1989
- Chauncey Jr., George. "How History Mattered: Sodomy Law and Marriage Reform in the United States." *GLQ: A Journal of Lesbian and Gay Studies* 10 no 3. (2004): 509-538.
- D'Emilio, John. "Capitalism and Gay Identity." In *The Lesbian and Gay Studies Reader*, edited by Henry Abelove, Michèle Aina Barale, and David M. Halperin, 467-478. New York: Routledge, 1993.
- D'Emilio, John. "Radical Beginnings of the Mattachine Society." In *Sexual Politics, Sexual Communities: The Making of a Homosexual Minority in the United States, 1940-1970*. Chicago: University of Chicago Press, 1983.
- Haider-Markel, Donald P., Mark R. Joslyn and Chad J. Kniss. "Minority Group Interests and Political Representation: Gay Elected Officials in the Policy Process." *The Journal of Politics* 62 no. 2 (May, 2000): 568-577.
- Hall, Simon. "The American Gay Rights Movement and Patriotic Protest." *Journal of the History of Sexuality* 19 no 3. (September 2010): 536-562.
- Halperin, David M. "Is there a History of Sexuality?" *History and Theory* 28 no. 3 (October, 1989): 257-274.
- Hergemoller, Bernd-Ulrich. *Sodom and Gomorrah: On the Everyday Reality and Persecution of Homosexuals in the Middle Ages*. Translated by John Phillips, 60-65. London: Free Association Books, 2001.



Johansson, Warren and William A. Percy. "Homosexuality." In *Handbook of Medieval Sexuality*, edited by Vern L. Bullough and James A Brundage, 155-19. New York: Garland Publishing Inc., 2000.

Kissack, Terence. "The Right to Complete Liberty of Action." In *Free Comrades: Anarchism and Homosexuality in the United States 1895-1917*, 13-41. Oakland: AK Press, 2008.

Kissack, Terence. "Alfred Kinsey and Homosexuality in the '50's: The Recollections of Samuel Morris Steward as Told to Len Evans." *Journal of the History of Sexuality* 9, no. 4 (2000): 474-491.

Mertus, Julie. "The Rejection of Human Rights Framing: The Case of LGBT Advocacy in the US." *Human Rights Quarterly* 29 no.4 (November, 2007):1036-1064.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 3rd ed. Boston: Bedford Books/St.Martin's Press, 2001.

HPR 107: LGBTQ History  
Quiz 1: Classical Athenian Sexuality

DIRECTIONS: Please write a response in the box provided. You may use your book (but not notes) and can outline your response on scrap paper before writing. **Please put your name on the back in the bottom right corner.** I am looking for accuracy and thoroughness in interpreting the question, mastery of the reading, and clarity of both organization and writing. You have **fifteen minutes.**

*In discussing classical Athens David Halperin argues that “sex did not express inward dispositions or inclinations so much as it served to position social actors in the places assigned to them.” What role did sexual penetration play in categorizing sexuality for people in classical Athens? How did these categories work to reinforce already existing social hierarchies? What problems do these categories cause for modern historians looking to study Athenian sexuality?*

HPR 107: LGBTQ History  
Quiz 1: Classical Athenian Sexuality

*In discussing classical Athens David Halperin argues that “sex did not express inward dispositions or inclinations so much as it served to position social actors in the places assigned to them.” What role did sexual penetration play in categorizing sexuality for people in classical Athens? How did these categories work to reinforce already existing social hierarchies? What problems do these categories cause for modern historians looking to study Athenian sexuality?*

SPECIFIC CONTENT MASTERY	YES	NO
1. Identifies the different categories created by sexual penetration (active/insertion, passive/reception)		
2. Identifies the social categories affected by categories of sexual penetration (superior/men, inferior/women, children, old men, etc)		
3. Shows that studying Athenian sexuality requires a view different than the modern view of sexuality (relation to social structures)		

GENERAL CONCEPTUAL MASTERY	YES	NO
Understands that sexual penetration creates specific social categories		
Recognizes the interplay of sexuality and social structures		
Uses relevant ideas, passages and/or illustrations from text to support assertions		

ORGANIZATION AND WRITING	YES	NO
Addresses all aspects of question		
Organizes response methodically		
Writes clearly, idiomatically and with grammatical/syntactical competence		

HPR 107: LGBTQ History  
Quiz 2: Anarchists and Homosexuality

DIRECTIONS: Please write a response in the box provided. You may use your book (but not notes) and can outline your response on scrap paper before writing. **Please put your name on the back in the bottom right corner.** I am looking for accuracy and thoroughness in interpreting the question, mastery of the reading, and clarity of both organization and writing. You have **fifteen minutes.**

*After the 1890s the anarchist view of sexuality focused around the concept of “free love.” For these late century anarchists, what were the defining features of “free love?” How did views about sexual politics differ in theory between the socialist/left wing and the anarchists? How did this difference in viewpoint affect the sexual politics of these two groups?*

HPR 107: LGBTQ History  
Quiz 2: Anarchists and Homosexuality

*After the 1890s the anarchist view of sexuality focused around the concept of “free love.” For these late century anarchists, what were the defining features of “free love?” How did views about sexual politics differ in theory between the socialist/left wing and the anarchists? How did this difference in viewpoint affect the sexual politics of these two groups?*

SPECIFIC CONTENT MASTERY	YES	NO
1. Identifies characteristics of free love including freedom to choose partner, choice and duration. Sexuality is separated from procreation.		
2a Identifies socialist sexual theory as reserved and conservative, holding to gender roles and marriage.		
2b. Contrasts this with the definition of “free love” held to by the anarchists		
3a. Shows that socialists chose to ignore the sex question, or work against sexual liberation in political propaganda.		
3b. Shows that anarchists worked towards a larger social revolution that tied sexual liberation to economic and social liberation.		

GENERAL CONCEPTUAL MASTERY	YES	NO
Understands “free love” as defined by the anarchists.		
Recognizes the differences between socialist and anarchist conceptions of sexuality.		
Uses relevant ideas, passages and/or illustrations from text to support assertions		

ORGANIZATION AND WRITING	YES	NO
Addresses all aspects of question		
Organizes response methodically		
Writes clearly, idiomatically and with grammatical/syntactical competence		

HPR 107: LGBTQ History  
Quiz 3: Sexual Repression

DIRECTIONS: Please write a response in the box provided. You may use your book (but not notes) and can outline your response on scrap paper before writing. **Please put your name on the back in the bottom right corner.** Please write your favorite animal next to your name. I am looking for accuracy and thoroughness in interpreting the question, mastery of the reading, and clarity of both organization and writing. You have **fifteen minutes.**

*The pre-Stonewall era was one of sexual repression. What are some of the moral issues raised that led to the repression of homosexuality, as well as sexuality in general? How did the Kinsey reports fuel these opponents of homosexuality? How did homosexuals outside of Portland organize to fight these challenges?*

HPR 107: LGBTQ History  
Quiz 3: Sexual Repression

*The pre-Stonewall era was one of sexual repression. What are some of the moral issues raised that led to the repression of homosexuality, as well as sexuality in general? How did the Kinsey reports fuel these opponents of homosexuality? How did homosexuals outside of Portland organize to fight these challenges?*

SPECIFIC CONTENT MASTERY	YES	NO
<p>1. Identifies some of the following:</p> <p>gender roles, marriage, family, monogamy, reproduction, nuclear families, single family dwellings, child and baby care, bread-winning fathers and domestic mothers, bar raids, refusals of liquor licenses.</p> <p>Connects them to homosexual and sexual repression.</p>		
<p>2. a. Demonstrates that Kinsey's reports showed the commonality and basis of homosexuality, fueling fears.</p>		
<p>3. Identifies some of the following as ways gays overcame oppression :</p> <p>People filed lawsuits, formed organizations, put out pamphlets, tried to organize and educate others, etc.</p>		

GENERAL CONCEPTUAL MASTERY	YES	NO
Understands how pre-Stonewall society viewed sexuality and homosexuality		
Recognizes the ways homosexuals organized to overcome challenges.		
Uses relevant ideas, passages and/or illustrations from text to support assertions		

ORGANIZATION AND WRITING	YES	NO
Addresses all aspects of question		
Organizes response methodically		
Writes clearly, idiomatically and with grammatical/syntactical competence		

HPR 107: LGBTQ History  
Quiz 4: Patriotic Dissent

DIRECTIONS: Please write a response in the box provided. You may use your reading (but not notes) and can outline your response on scrap paper before writing. **Please put your name on the back in the bottom right corner.** I am looking for accuracy and thoroughness in interpreting the question, mastery of the reading, and clarity of both organization and writing. You have **fifteen minutes.**

*What was the theoretical and political mentality behind the Gay Activists Alliance (GAA)? How did the GAA differ in theory and method from the Gay Liberation Front (GLF)? Does Hall consider radical mentality and patriotic protest too different to combine?*



HPR 107: LGBTQ History  
Quiz 4: Patriotic Dissent

*What was the theoretical and political mentality behind the Gay Activists Alliance (GAA)? How did the GAA differ in theory and method from the Gay Liberation Front (GLF)? Does Hall consider radical mentality and patriotic protest too different to combine?*

SPECIFIC CONTENT MASTERY	YES	NO
1. Shows GAA had American and Patriotic mentality that appealed to American ideology  Identifies zap tactics and focus on coming out as well as acting respectable. They did not build a multi-issue campaign.		
2. Show's how GLF's radical beliefs and actions set them apart from the GAA.		
3. Recognizes that Hall believes groups to be able to adopt a radical social philosophy while still holding on to patriotic dissent.		

GENERAL CONCEPTUAL MASTERY	YES	NO
Understands mentality behind GAA and GLF		
Recognizes the interaction of ideology and political action		
Uses relevant ideas, passages and/or illustrations from text to support assertions		

ORGANIZATION AND WRITING	YES	NO
Addresses all aspects of question		
Organizes response methodically		
Writes clearly, idiomatically and with grammatical/syntactical competence		

HPR 107: LGBTQ History  
Quiz 5: LGBT Politicians

DIRECTIONS: Please write a response in the box provided. You may use your reading (but not notes) and can outline your response on scrap paper before writing. **Please put your name on the back in the bottom right corner.** I am looking for accuracy and thoroughness in interpreting the question, mastery of the reading, and clarity of both organization and writing. You have **fifteen minutes.**

*“When an official clearly belongs to a particular ethnic, racial, or religious group, the group is said to achieve symbolic or descriptive representation.” For minority groups, how important is symbolic representation when compared to specific policy achievements? What are the unique characteristics of symbolic representation among openly gay officials? How effective are gay officials in actually achieving policy change?*

*“When an official clearly belongs to a particular ethnic, racial, or religious group, the group is said to achieve symbolic or descriptive representation.” For minority groups, how important is symbolic representation when compared to specific policy achievements? What are the unique characteristics of symbolic representation among openly gay officials? How effective are gay officials in actually achieving policy change?*

SPECIFIC CONTENT MASTERY	YES	NO
1. Recognizes symbolic satisfaction is more important than specific policy changes.		
2. Describes how gay-related officials can undermine negative conventions, articulate and personalize the wishes of their community and sensitizing others to their demands.		
3. Recognizes that effectiveness is dependent upon location. Though in some places it may make the difference, in others it is only one influence among many others.		

GENERAL CONCEPTUAL MASTERY	YES	NO
Understands the importance of symbolic representation in achieving political goals		
Recognizes effectiveness of symbolic representation for gay people.		
Uses relevant ideas, passages and/or illustrations from text to support assertions		

ORGANIZATION AND WRITING	YES	NO
Addresses all aspects of question		
Organizes response methodically		
Writes clearly, idiomatically and with grammatical/syntactical competence		

DIRECTIONS: Please write a response in the box provided. You may use your reading (but not notes) and can outline your response on scrap paper before writing. **Please put your name on the back in the bottom right corner.** Write your Zodiac sign next to your name. I am looking for accuracy and thoroughness in interpreting the question, mastery of the reading, and clarity of both organization and writing. You have **fifteen minutes.**

*Part I of the Amicus Brief attempts to show the misapprehension of history present in the Bowers vs. Hardwick decision. Chronologically, list the Court's various misunderstandings of sodomy laws. What is the legal justification for why these misunderstandings required the court to overturn Bowers vs. Hardwick?*

*Part I of the Amicus Brief attempts to show the misapprehension of history present in the Bowers vs. Hardwick decision. Chronologically, list the Court's various misunderstandings of sodomy laws. What is the legal justification for why these misunderstandings required the court to overturn Bowers vs. Hardwick?*

SPECIFIC CONTENT MASTERY	YES	NO
<p>1. Identifies:</p> <p>Sodomy laws vary, inability to determine definition of sodomy and unnatural acts in the Middle Ages, buggery of English Reformation, Colonial religious influence all show lack of strictly homosexual definition of sodomy.</p> <p>Lack of colonial persecution, indifference of cops to crime before 1873 and ties to overall sexual morality show the lack of continuous persecution.</p>		
<p>2. Because they have historical flaws the "facts have come to be seen differently." Also, gay persecution falls under the Equal protection clause</p>		

GENERAL CONCEPTUAL MASTERY	YES	NO
Recognizes the definition of sodomy has often been vague and that gays have not been continuously persecuted		
Understands the importance of an accurate history in making court decisions		
Uses relevant ideas, passages and/or illustrations from text to support assertions		

ORGANIZATION AND WRITING	YES	NO
Addresses all aspects of question		
Organizes response methodically		
Writes clearly, idiomatically and with grammatical/syntactical competence		

HPR 107: LGBTQ History  
Quiz 7: Military and Lesbians

DIRECTIONS: Please write a response in the box provided. You may use your reading (but not notes) and can outline your response on scrap paper before writing. **Please put your name on the back in the bottom right corner.** I am looking for accuracy and thoroughness in interpreting the question, mastery of the reading, and clarity of both organization and writing. You have **fifteen minutes.**

*The military has had a complicated relationship involving homosexuality, especially dealing with lesbianism. Compare and contrast the 1943 Women's Army Auxiliary Corps (WAAC) training with the 1952 Critton Report and trainings. What were some of the negative consequences that came from the military's policy towards homosexuality and lesbians?*

HPR 107: LGBTQ History  
Quiz 7: Military and Lesbians

*The military has had a complicated relationship involving homosexuality, especially dealing with lesbianism. Compare and contrast the 1943 Women's Army Auxiliary Corps (WAAC) training with the 1952 Critton Report and trainings. What were some of the negative consequences that came from the military's policy towards homosexuality and lesbians?*

SPECIFIC CONTENT MASTERY	YES	NO
1. Describes correctly the 1943 WAAC training (lesbians the same as straight women, only the worst ones get kicked out, large penalties for false rumors, ) and contrasts it with the 1952 Navy Training (lesbians are evil, even first timers will get kicked out, no penalties for false accusations, though Chaplain warns against it)		
2. Some consequences include: decrease in morale, suicides, fear, Undesirable discharges, job discrimination, family harassment, loss of friends		

GENERAL CONCEPTUAL MASTERY	YES	NO
Understands the military's different policies towards lesbianism		
Details the effects that these policies had on lesbianism		
Uses relevant ideas, passages and/or illustrations from text to support assertions		

ORGANIZATION AND WRITING	YES	NO
Addresses all aspects of question		
Organizes response methodically		
Writes clearly, idiomatically and with grammatical/syntactical competence		

DIRECTIONS: Please write a response in the box provided. You may use your reading (but not notes) and can outline your response on scrap paper before writing. **Please put your name on the back in the bottom right corner.** I am looking for accuracy and thoroughness in interpreting the question, mastery of the reading, effective use of evidence, and clarity of both organization and writing. You have **fifteen minutes.**

*“The majority [of LGBT activists] strategically stress that ‘gays and lesbians are as ‘normal’ as heterosexuals and deserve acceptance precisely because they are like everyone else (1064).” How does a focus on sex, rather than sexual orientation, challenge this strategy? What is the difference between ‘sexual rights as human rights’ and ‘gay and lesbian rights as human rights’? Which approach do you feel would be most effective for LGBT activists?*



*“The majority [of LGBT activists] strategically stress that ‘gays and lesbians are as ‘normal’ as heterosexuals and deserve acceptance precisely because they are like everyone else (1064).” How does a focus on sex, rather than sexual orientation, challenge this strategy? What is the difference between ‘sexual rights as human rights’ and ‘gay and lesbian rights as human rights’? Which approach do you feel would be most effective for LGBT activists?*

SPECIFIC CONTENT MASTERY	YES	NO
1. Identifies sexual rights as stating gays and lesbians are different and that the state should end discrimination based on that difference.		
2. Sexual rights focuses on discrimination based on behavior, while gay and lesbian rights focuses on discrimination based on identity category.		
3. Argues for either sexual rights or gay and lesbian rights using evidence from the text. Explains why one approach would be more useful than the other.		

GENERAL CONCEPTUAL MASTERY	YES	NO
Understands the differences between sexual rights and gay and lesbian rights		
Makes solid argument based on available evidence		
Uses relevant ideas, passages and/or illustrations from text to support assertions		

ORGANIZATION AND WRITING	YES	NO
Addresses all aspects of question		
Organizes response methodically		
Writes clearly, idiomatically and with grammatical/syntactical competence		

### The Assignment

You have just run into a friend in the library. Your friend heard about this new Students Teaching Students initiative and asks you what you think of the class so far. Naturally, you begin to rant and rave about the class and all the wonderful things you have learned. You tell her that the major issue for the course, so far, is the debate between essentialist and constructionist views of sexuality in the ancient world.

Your friend, however, hates uncertainty and wants to know whether essentialism or constructionism is the best way to view ancient sexualities. Fortunately you are equipped to deal with this issue. You agree to write your friend an essay explaining each of these viewpoints and then making a case for which view of sexuality you support, including the pros and cons of each view. If you do not support either view in full, explain why neither view is correct, and offer a solution for how to view sexuality in the ancient world. As part of the agreement, you offer to use two journal articles/book chapters/ essays that were not used in class.

### The Content

In order for your friend to understand your essay you will need to address the following questions, as well as other pertinent information:

- What is an “essentialist” view of sexuality and what evidence do we have to support this view? What are some problems associated with this viewpoint?
- What is an “constructionist” view of sexuality and what evidence do we have to support this view? What are some problems associated with this viewpoint?
- What are some of the major debates between essentialists and constructionists about the history of sexuality?
- What primary and secondary sources are available for you to make an argument?

### The Schedule

**Deadline #1:** October 4, 2011

- Research meeting with Amanda Izenstark

**Deadline #2:** October 11, 2011

- In-class peer review workshop (bring at least two hard copies of your paper). **Failure to bring a rough draft of the essay to class will result in a drop of ½ letter grade (at best you can get an A-)**

**Deadline #3:** October 13, 2011

- Essays are due at 09:30
- Essays turned in after that time will be considered late
- Essays will not be accepted after the end of the day. (The end of the day is defined here as 17:00)
- **Essays must be submitted online via Sakai by the end of the day.**

### The Format

- Essays should be between 1250-1500 words.
- You must include **three of the four articles we have read so far** this semester (excluding Rampolla) and **two articles from your own research.**
- Essays should be double-spaced with one-inch margins
- Essays should include both a title page and a bibliography.
- Notes and references should be in Chicago Style. **Please use footnotes.**

Name: \_\_\_\_\_

HPR 107 – Essay 1

	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
<b>Introduction</b>	Clear and engaging introduction. Thesis is well thought out and clearly stated. Makes reader aware of what the paper will cover.	Introduction engages the reader. Thesis is clearly stated, though may need some refinement. Reader is made aware of what the paper will cover.	Introduction weak or unengaging. Thesis unclear or lacks refinement. Only briefly mentions what the paper will cover	Introduction missing or unengaging. Thesis statement unclear or lacks serious analysis. Briefly or incorrectly mentions what the paper will cover.	Introduction is missing. Does not offer a thesis statement or mention what the paper will be talking about.
<b>Argument</b>	Address all questions in the essay prompt. Puts forth and analyzes strong evidence that clearly supports the thesis. Discusses counter evidence to strengthen thesis. Uses three class readings and more than two citations from sources found outside class.	Addresses most of the required questions. Most of the evidence is used correctly. Only briefly discusses counter evidence. Uses three class readings and two citations from sources found outside class.	Only addresses some of the questions in the prompt. Offers some evidence to support thesis but it is weak or irrelevant. Counter evidence missing or poorly analyzed. Uses three class readings and only one citation from a source found outside class.	Addresses one or two questions from the prompt. Offers little evidence to support thesis or evidence used incorrectly. Counter evidence missing from their analysis. Uses less than three class readings and/or less than two citations from outside class.	Does not address essay questions. The little evidence offered does not support the thesis. Counter evidence nonexistent. Uses less than three class readings and/or no citations from sources found outside of class.
<b>Conclusion</b>	Restates thesis and briefly summarizes the topics in the paper. Conclusion wraps up the paper and ties up loose ends.	Restates thesis and summarizes most of the points covered. Conclusion strong but leaves some loose ends	Abrupt or weak conclusion leaving loose some ends. Vaguely restates the thesis.	Conclusion abrupt or missing. Conclusion leaves reader confused about parts of the essay. Thesis not restated.	Conclusion missing, essay appears to “just end.” Argument incomplete and thesis missing.
<b>Grammar/Syntax</b>	Paper is free of grammatical and syntactical errors. Bibliography done correctly. All formatting options followed.	Paper has minor grammatical and syntactical errors that do not take away from the flow of the paper. Bibliography mostly done correctly. All formatting options followed.	Paper has some grammatical and syntactical errors that sometimes take away from the flow of the paper. Some bibliographical errors. Some formatting options followed	Paper has many grammatical and syntactical errors that take away from the flow of the paper. Many bibliographical errors. Some formatting options followed	Paper rife with grammatical and syntactical errors that make paper difficult to follow. Bibliography missing or lacks basic formatting. Few, if any, formatting options followed

Rough draft brought to class on 10/10: Y / N (subtract one half letter grade if no)

### The Assignment

You're standing in line at Baglez waiting to get coffee or tea before class. As you're waiting for your drink you run into Amanda Izenstark from the library. She asks how the class is going and wants to know what you have learned about the formation of gay rights organizing. Inspired by your conversation you decide to write her an essay explaining the issues concerning lesbian and gay people before Stonewall. To do this you will need to rely on the historiography of the subject. This means you will need to identify different LGBT historians and highlight where they agree, or disagree, about the issues raised in the readings.

### The Content

This will be a historiographical essay that asks you to compare and contrast different interpretations among historians. Some of the questions to ask include:

- Was the period between WWII and Stonewall a period of silence and isolation for LGBT people in the United States?
- How effective was the bar culture in working with homophile organizations?
- How did capitalist and Marxist interpretations affect how lesbians and gays formed their identities?
- Did the philosophy of the early homophile movement include all kinds of LGBT people?

This essay should create a narrative that explains the complex social phenomena that led gay people to organize. Therefore you will need a thesis that pulls together these different interpretations into one coherent narrative. You will need to show the evidence these historians use and then weigh their interpretations against each other. Consult Rampolla pgs. 32-34 for questions about doing historiographical essays.

To assist you in finding other historians on the subject, here are some authors for your searching:

George Chauncey Jr., Estelle Freedman, John Howard, David Carter, Marcia Gallo, Elizabeth Lapovsky Kennedy, Madeline D. Davis, Michael Bronski, Douglas M. Charles, Allan Berube, David A. Reichard, Johnathan Ned Katz, Martin Meeker. **Note:** If you are having trouble finding historians to use, consult the footnotes and references in the articles from class.

### The Schedule

**Paper Due:** November 8, 2011

- Essays are due at 09:30
- Essays turned in after that time will be considered late
- Essays will not be accepted after the end of the day. (The end of the day is defined here as 17:00)
- **Essays must be submitted online via Sakai by the end of the day.**

### The Format

- Essays should be between 1250-1500 words.
- You must include at least **one D'Emilio essay, one Kissack essay and the Boag article** as well as **two articles BY DIFFERENT AUTHORS from your own research.**
- Essays should be double-spaced with one-inch margins with 12-point Times New Roman font.
- Essays should include both a title page and a bibliography.
- Notes and references should be in Chicago Style. **Please use footnotes and reference Rampolla pgs. 103-128 for proper citation format.**

Name: \_\_\_\_\_

HPR 107 – Essay 2

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Introduction</b>	Interesting and engaging introduction that gets the reader's attention. Thesis is well thought out and clearly stated. Makes reader aware of what the paper will cover.	Introduction engages the reader. Thesis is clearly stated, though may need some refinement. Reader is made aware (mostly) of what the paper will cover.	Introduction missing or unengaging. Thesis statement unclear or lacks serious analysis. Briefly or incorrectly mentions what the paper will cover.	Introduction is missing or poor. Thesis is missing or very poor. Briefly, if it all, mentions what the paper will be talking about.
<b>Argument</b>	Address all questions in the essay prompt. Puts forth and analyzes strong evidence that clearly supports the thesis. Uses D'Emilio, Kissack and Boag as well as more than two different authors and texts from sources found outside class.	Addresses most of the required questions. Most of the evidence is used correctly. Evidence put forth clearly supports thesis. Uses D'Emilio, Kissack and Boag as well as two different authors and texts from sources found outside class.	Addresses one or two questions from the prompt. Offers little evidence to support thesis or evidence used incorrectly. Uses one or two between D'Emilio, Kissack and Boag as well two or less authors and texts from sources found outside class.	Does not address multiple essay questions. The little evidence offered does not support the thesis. Does not D'Emilio, Kissack and Boag and does not use more than one author from a source found outside class.
<b>Historiography</b>	Demonstrates a strong knowledge of the historiography of the content. Easily and skillfully discusses different frameworks of analysis individually as well as in contrast with each other.	Knowledge of historiography is strong but lacks nuance. Is able to discuss different frameworks but lacks refinement in comparing them with one another.	Historiographical analysis weak or incorrect in parts. Has trouble analyzing the different frameworks used in making the argument.	Historiography mostly absent from paper. When attempted the analysis is weak or unengaging. Shows a lack of refinement in understanding historiographical interpretations.
<b>Conclusion</b>	Restates thesis and briefly summarizes the topics in the paper. Conclusion wraps up the paper and ties up loose ends.	Restates thesis and summarizes most of the points covered. Conclusion strong but leaves some loose ends	Conclusion abrupt or missing. Conclusion leaves reader confused about parts of the essay. Thesis not restated.	Conclusion missing, essay appears to "just end." Argument incomplete and thesis missing.
<b>Grammar/Syntax</b>	Paper is free of grammatical and syntactical errors. Footnotes and bibliography done correctly. All formatting options followed. All due dates and times met.	Paper has minor grammatical and syntactical errors that do not take away from the flow of the paper. Footnotes and bibliography mostly done correctly. All formatting options followed. All due dates met.	Paper has many grammatical and syntactical errors that take away from the flow of the paper. Many errors in the footnotes and/or bibliographical. Some formatting options followed.	Paper rife with grammatical and syntactical errors that make paper difficult to follow. Footnotes and bibliography missing or lacks basic formatting. Few, if any, formatting options followed.

### The Assignment

After class you and a group of your friends head to the Memorial Union to get some coffee between classes. As you get closer to the union you see a group of people standing outside with large banners. Interested in the ruckus your group wanders over to the protestors. As you get close you realize they are holding signs and handing out literature against an LGBT rights issue that you find important. As you begin to talk to them about the issue you find out that they are basing their information on biased, homophobic history. Infuriated at their lack of knowledge about gay history you set off to detail the history of the issue so that you can have a conversation based on facts.

### The Content

The essay that you write should compare the social, political and economic concerns behind the issue. Focus your analysis on the post-World War II-era, and bring it as close to the present as possible. It should show what changes, if any, have been made over time (relating to your issue) as well as the rationale behind these experiences. When possible you should concern both heterosexual and non-heterosexual approaches to the issue. By the end of your essay the reader should know the history behind the current issue. Be sure **not** to moralize about the issue, or offer conclusions as to how to solve the problem (this will be the focus of your final). Instead, this essay should be focused on giving history to an issue relating to LGBT people. This means you will need to include important dates, laws, figures, court rulings, organizations, etc. in your analysis.

***NOTE: The issue you choose for this essay must also be the one you use for your final essay. That is why you need to pick an issue you find important.***

### The Schedule

**Issue Due:** November 28, 2011

- Submit to me by email your top three choices for LGBT issue.

**Meeting:** November 29, 2011- December 4, 2011

- Topics will be given out on November 29<sup>th</sup>. You are required to meet with me during the week of the 28<sup>th</sup> for help in finding resources that relate to your subject.

**Paper Due:** December 8, 2011

- Essays are due in hardcopy at 09:30
- Essays turned in after that time will be considered late
- Essays will not be accepted after the end of the day. (The end of the day is defined here as 17:00)
- **Essays must be submitted online via Sakai by the end of the day.**

### The Format

- Essays should be between 1250-1500 words.
- You must include **at least five different sources** relating to your topic. These should be academic journals, book chapters, scholarly articles, etc.
- Essays should be double-spaced with one-inch margins with 12-point Times New Roman font.
- Essays should include both a title page and a bibliography.
- Notes and references should be in Chicago Style. **Please use footnotes and reference Rampolla pgs. 103-128 for proper citation format.**

Name: \_\_\_\_\_

HPR 107 – Essay 3

	Excellent	Good	Fair	Weak	Poor
<b>Introduction</b>	Interesting and engaging introduction that gets the reader's attention. Thesis is well thought out and clearly stated. Thesis does more than simply state that there is a LGBT history and creates an effective narrative. Makes reader aware of what the paper will cover.	Introduction engages the reader. Thesis is clearly stated, though may need some refinement. Thesis hints at a narrative behind the specific history. Reader is made aware (mostly) of what the paper will cover.	Introduction is unengaging. Thesis statement unclear or lacks serious analysis. Briefly or incorrectly mentions what the paper will cover.	Introduction is weak. The paper seems to "just start." Thesis statement simply states that the paper is going to give a history, without tying it to a historical narrative. Content of the paper is missing from introduction.	Introduction is missing or poor. Thesis is missing or very poor. What will be argued in the paper remains unclear. Briefly, if it all, mentions what the paper will be talking about.
<b>Argument</b>	Appropriately address all pertinent questions in the essay prompt. Puts forth and analyzes strong evidence that clearly supports the thesis. Gives a complete and accurate history of the issue. Uses five or more scholarly sources. Avoid moralizing on the issues presented.	Addresses most of the appropriate questions. Most of the evidence is used correctly. The history is rich but lacks chronological focus. Uses five scholarly sources. Avoids moralizing on the issue.	Addresses some questions from the prompt. Offers little evidence to support thesis or evidence used incorrectly. Gives a chronologically complete history but lacks strong analysis.	Address only a few questions from the prompt. The history given is incomplete at points. The narrative of the history does not have a flow. Small chronological gaps in the narrative. Some moralizing about the issue.	Does not address multiple essay questions. The little evidence offered does not support the thesis and the history of the issue is missing. Overtly moralizes about the issue or solutions to the problem.
<b>Conclusion</b>	Restates thesis and briefly summarizes the topics in the paper. Conclusion wraps up the paper and ties up loose ends.	Restates thesis and summarizes most of the points covered. Conclusion strong but leaves some loose ends.	Conclusion abrupt. Conclusion leaves reader confused about parts of the essay. Thesis not restated.	Conclusion is weak or missing. Reader is confused as to how the history ends. Thesis is not restated.	Conclusion missing, essay appears to "just end." Argument incomplete and thesis missing.
<b>Grammar/Syntax</b>	Paper is free of grammatical and syntactical errors. Footnotes and bibliography done correctly. All formatting options followed. All due dates and times met.	Paper has minor grammatical and syntactical errors that do not take away from the flow of the paper. Footnotes and bibliography mostly done correctly. All formatting options followed. All due dates met.	Paper has few grammatical and syntactical errors that take away from the flow of the paper. Many errors in the footnotes and/or bibliography. Some formatting options followed.	Paper has few grammatical and syntactical errors that take away from the flow of the paper. Serious errors in the footnotes and/or bibliography. Some formatting options followed.	Paper rife with grammatical and syntactical errors that make paper difficult to follow. Footnotes and bibliography missing or lacks basic formatting. Few, if any, formatting options followed.

### The Assignment

As you head home from celebrating the completion of your last essay your phone goes off. On the other end of the line is Barack Obama! He read the history you wrote about your issue and wants to know what he should do about it. This is your chance to make real change on your issue! As you talk with the President you realize that he has no understanding of how people conceptualize sexuality and is fresh out of ideas for practical change. To help the President you must do two things:

- (1) Help him understand that this issue is affected by how people think about gender and sexuality.
- (2) Offer some specific changes you think need to be made.

### The Content

For this essay you will need to pull on a variety of things we covered this semester. First, you must frame this issue in the context of how people conceptualize sexuality (think essentialism vs. constructionism and Boswell's sexual taxonomies). Second, using this information and the history you put together for Essay 3, make a case for specific changes that should be made in relation to your issue. These can be large social or political changes or changes at an interpersonal level.

The content of this paper (format, resources, etc) is up to you. Since President Obama never took a course in the history of homosexuality you will need to explain different concepts at a level he can understand. Most likely this will involve grounding theory in some sort of practical example. This can be an expansion of your last paper, but you should include class materials relevant to your topic. **You may not need to do additional research, but you need to use enough scholarly resources to make your point.**

### The Schedule

**Paper Due:** December 20, 2011

- Essays are due in Sakai by 05:00PM.
- Late essays will **NOT** be accepted.

### The Format

- Essays should be around 2000 words.
- Essays should be double-spaced, one-inch margins and 12-point Times New Roman font.
- Essays should include both a title page and a bibliography.
- Notes and references should be in Chicago Style. **Please use footnotes and reference Rampolla pgs. 103-128 for proper citation format.**



Name: \_\_\_\_\_

HPR 107 – Final Essay

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Introduction</b>	Interesting and engaging introduction that gets the reader's attention. Thesis is well thought out and clearly stated. Makes reader aware of what the paper will cover.	Introduction engages the reader. Thesis is clearly stated, though may need some refinement. Reader is made aware (mostly) of what the paper will cover.	Introduction missing or unengaging. Thesis statement unclear or lacks serious analysis. Briefly or incorrectly mentions what the paper will cover.	Introduction is missing or poor. Thesis is missing or very poor. Briefly, if it all, mentions what the paper will be talking about.
<b>Argument (1)Conceptions of Sexuality</b>	Clearly and concisely shows how issue is affected by conceptions of sexuality. Explains sexuality in a way that is accessible to someone with no understanding of essentialism, constructionism, or the history of sexuality. Avoids unnecessary jargon.	Briefly explains how the issue is affected by conceptions of sexuality. Different conceptualizations of sexuality are introduced but discussed vaguely and/or by using jargon. Difficulty grounding theories of sexuality in practical examples.	Vaguely or incorrectly explains how the issue is affected by conceptions of sexuality. Use of jargon makes it difficult to understand the important aspects of sexuality.	Does not frame the issue in the contexts of conceptualizations of sexuality. Heavy use of jargon makes the essay inaccessible to someone with no previous study.
<b>Argument (2)Solutions</b>	Uses the evidence from the first essay to argue for specific social, political or interpersonal changes relating to the issue. Changes offered clearly and logically come from the history presented.	Uses the evidence from the first essay to argue for specific social, political or interpersonal changes relating to the issue. Changes offered are based mostly on the history presented	Briefly uses evidence from last essay to argue for social, political or interpersonal changes. Changes offered to do not follow from the history presented.	Does not offer social, political or interpersonal changes that follow from the history presented. Argument lacks clarity or logical format.
<b>Conclusion</b>	Restates thesis and briefly summarizes the topics in the paper. Conclusion wraps up the paper and ties up loose ends.	Restates thesis and summarizes most of the points covered. Conclusion strong but leaves some loose ends	Conclusion abrupt or missing. Conclusion leaves reader confused about parts of the essay. Thesis not restated.	Conclusion missing, essay appears to "just end." Argument incomplete and thesis missing.
<b>Grammar/Syntax</b>	Paper is mostly free of grammatical and syntactical errors. Footnotes and bibliography done correctly. All formatting options followed. All due dates met.	Paper has multiple minor grammatical and syntactical errors that do not take away from the flow of the paper. Footnotes and bibliography mostly done correctly. All formatting options followed.	Paper has many obvious grammatical and syntactical errors that take away from the flow of the paper. Many errors in the footnotes and/or bibliographical list. Some formatting options followed.	Paper rife with grammatical and syntactical errors that make paper difficult to follow. Footnotes and bibliography missing or lacks basic formatting. Few, if any, formatting options followed. Paper is late.